International Symposium on learning losses in General Education during the Covid 19 pandemic and remedial <u>actions to overcome the challenges</u>

ISLL – Sabaragamuwa

Organized by - PDoE – Sabaragamuwa

Funded by - UNICEF Sri Lanka

Technically Supported by - MOE, NIE, NEC,ADB,WB,UNICEF, PMOE-Sabaragamuwa, University of Sabaragamuwa, 9 Provinces, Sabaragamuwa PC, Red Cross, Save the Children, Rise Up, Health Sector, JICA, Sri Lanka Collage of Child and Adolescent psychiatrist, Provincial Department of Education.

Composed by - SEPALA KURUPPUARACHCHI, Head of the ISLL-Sabaragamuwa

Edited by - K.K.A.S. Wickramasinghe, Secretary of the ISLL – Sabaragamuwa

---

CUMULATIVE PROPOSALS FOR PREPARING 5- YEAR ACTION PLAN (2023-2027) BY RESPONSIBLE INSTITUTIONS TO SUPPORT GENERAL EDUCATION SYSTEM TO OVERCOME SCIENTIFICALLY IDENTIFIED ISSUES IN SCHOOL EDUCATION, BECAUSE OF COVID 19 PANDEMIC AND SOCIAL AND ECONOMIC CRISIS.

(A) Conceptual framework for mental health sector intervention to minimize effects of post COVID 19 Pandemic.

(1) Research Presentations.

- Topic 1 – How to improve school mental health during this social- economic crisis (Dr. Darshani Hettiarachchi – Consultant child and Adolescent Psychiatrist)

(2) Findings (Impacts on General Education)

- Low attendance
- Increase dropout rate
- Behavioral Issues
- Poor focus of students on education.
- Poor performance of student
- Less focus on Education.

(3). Identified Issues, based on above findings which needed to be address.

Various types of unusual or addicted behavioral changes arise among students based on above factors in school level, which needed to be identified and addressed immediately in school level.

(4). Recommendations/ Suggestions to overcome effects of identified issues.

(I). For Students

- Improve accessibilities providing new opportunities according to social needs.
- Support to reduce the personal cost of the education (Children's)
- Conduct mental health promotion programs to overcome the identified issues in school level.

- Organize prevention programmes for identified mental health issues with the collaboration of Health Sector, Social sector and Education sector.

- Organize and conduct a programme for early identification of mental health issue, begging with exiting Health, Social and Economic crisis.

- Arrange early intervention programmes to reduce of creating and arising negative mental health conditions among school children.

(II). For Teachers.

- Make aware all teachers as soon as possible *(Improving mental health condition of teachers)* about the children's mental health effects and conditions in school age.

- Appoint, Place exiting counseling teachers and training all class teachers (in charges of class) and all teachers to face the crisis and train them periodically about existing mental health conditions arose in a crisis.

- Conducting a media campaign (simultaneously) with a training programme to make aware all teachers and staff members (school/ Tuition) about the factors and issues of mental Health conditions in the post covid pandemic.

- Combating with identified stigma related to mental Health issues of school children.

(III). For Society

- Launch parental awareness campaign *(Common Features of mental health issues, Support children at home, when, where and how to seek support)*

- Develop regional specific (micro level) infrastructure to improve and support (Food, Stationary, Uniform, Transport etc…) programme according to identified social needs.

- Flexibility in assessment and examinations system related to face existing issues of the education system. Such as delayed, non-scheduled programmes.

- Fix and provide tentative periods of time for national level examination to minimize the feeling of uncertainty.
- More attention and more funds for school mental Health programmes.

(5). Notes of organizing committee of ISLL- Sabaragamuwa.

- About 15 percent of students have faced some of disabilities (Food, stationary, transport other expenses etc.) because of Covid 19 pandemic and post pandemic social and economic crisis.

- Social issues may be affected to accessibility, readiness, behavioral changes, growth of kids, performance of students and also other stakeholders of the school education.

- Such issues may help the occurrence of mental health issues in micro level in school.

- Such issues will definitely effect to create so many mental Health problems such as anxieties, depression, stress, angriness, isolation) among school children.

- Therefore recommend to assign the task for relevant existing branches or units of MoE / Provinces to keep more attention on the conditions O/L students mental health in school and organizationally provide suitable programmes using existing funds and facilitation to improve and expansion of the programmes related to reduce negative mental health conditions of school communities.

(B) Conceptual framework to improve distance learning practices in general education as a solution to overcome learning losses in school education because of crisis such as covid 19 pandemic, existing economic and social conditions.

(1) Research Presentations

- Topic 1 – A study on distance learning methods implemented by schools as a remedy for the disrupted learning teaching process due to COVID 19 pandemic (Mrs: Udara Dikkubura – Director of the Research Branch MoE / Mrs:A.R.S.Perera – Deputy Director of Research Branch MOE)

- Topic 2 - Factors influencing online learning (Dr. Sampath Fernando – Senior Lecture University of Sabaragamuwa)

- Topic 3 – Remedial activities to recover the damage (Prof. Leena Krofors & Ms. Rikka Halikka – Consultant Asian Development Bank (ADB)

- Topic 5 – Findings of the in-depth analysis on e- nenapiyasa (Mr. Shantha Kulathunga- coalition for Education Development (CED) Sri Lanka (NGO)

- Topic 6 – Multilevel teaching as a solution for learning losses (Mr. Upul Basnayaka – Assistant Director of Primary Education, Uwa Provincial Department of Education)

- Topic 7 – Distance learning (Mr. Lakmal Eranda – Deputy Director of Education (Development), Provincial Department of Education, Sabaragamuwa)

- Topic 8 - Best Practices in distance learning education to overcome the education losses during COVID 19 pandemic period in related with GE & GIT

- (Mr. Ansaf Thous – ADE (Planning) , (Mrs. Amali Wickramasinghe – DDE (English) , Provincial Department of Education, Sabaragamuwa)

(2) Findings (Impacts on General Education)

- Inequity of infrastructure facilities.

- Higher cost of Data/ Usage.

- No suitable/ reliable assets.

- Improper users' skills of network and assets.

- Insufficient content and inadequate of creative content.

- Non-organized content.

- Many content provide without proper monitoring.

- Reforming assessment system.

- Imbalance of unfirming of learning (Curriculum delivering)

- Lack of infrastructure and devices.

- Lack of Digital literacy of teachers.

- Limitations of suitable contend developed by teacher.

- Traditional method of content delivery through Online.

- Use of traditional class room teaching methods with Online practices related with distance learning.

- Rural students/ deprived students get frustrations.

- Student living with non-educated or poor family backgrounds, not getting much support from Distance learning.

- Estate Sector/ Tamil medium students are not supported much enough from Distance learning

(3) Identified issues based on above findings which needed to be address.

- Poor and imbalanced telecommunication network infrastructure.

- Weak signal or poor bandwidth in peak hours in urban area and anytime in rural area.

- Students living in rural area or schools in rural area not much supported because of above (i) and (ii)

- Lack of suitable/ Reliable assets to use network facilities efficiently.

- Limited no of lessons or content.

- Difficulties of access to content or searching of content because of non-structured / organized interfaces.

- Higher cost of data, assets or online facilities.

- Time management of school or teachers conducting online classes.

- Unsuitable screening time for student's mental and physical growth.

- Students are open to use social media unnecessary.

- Immaturity of using technology and using of networked facilities.

- Suitable guideline for network usage in General Education has not been developed or published by relevant authorities.

- Enough attention has not been given by relevant authorities to minimize inequity of network infrastructure facilities.

- Law awareness of Education system on how to launch distance learning to deliver the curriculum effective in general education sector as a supporting tool.

- Other management issues using network facilities as cost, Accessibility, content organizing and common flat form etc…

(4). Recommendation and Suggestions to overcome effects of identified issues.

- Necessity of government involvement with relevant responsible authorities to improve infrastructure to provide Networked facilities with enough bandwidth, Signals.

- Provide suitable assets (such as phone, Tab, Laptop etc…) for students or schools in lower cost.

- Promote existing responsible institutes to develop and organize relevant, suitable and reliable content for general education.

- Provision of necessary technical facilities, equipment and other physical Resources.

- Implementation of proper, training and awareness programs for students, Teachers content developers and Parents using existing modes.

- Establishment of a proper monitoring mechanism to assess and evaluate existing facilities to find out the opportunities of future development.

- Establishment of productive national and regional coordination bodies to monitor to ensure getting optimum benefits of ongoing programmes.

- Reforming curriculum and assessment system according to the needs of networked environment in curriculum delivery (Specially related with curriculum reforms)

- Implement teacher incentive policy to promote and expedite content development and promotion programmes.

- Provide equipment and other facilities for low-income group

- Steering processes in all levels. (Policy, General Administration, Provincial, regional and school level)

- Introduction of new tools to assist learning of CWDs, knowledge sharing among teachers, guidebook for parents.

- Promote home-based learning, alternative learning thorough additional support for learning.

- Necessary creation for CWD

- Provide equipment and other facilities for low income groups.

- Introduce an easy method to monitoring and tracking progress of activities of the students with special needs.

- Developing national strategies to blended learning system.

- Continue blended learning as a continues learning supportive programme even after school re-opening.(as a common and rutting programme in schools)

- Preparing relevant video lessons according to the needs of students and deliver through different mode such as printed/ DVD/CD/Pen drives as same as online.

- Promote to develop Online content such as interactive and Massive Open Online Courses (MOOC) methods.

- Follow- up programme to assess and monitor the usage, effectiveness and impact of implementation of network practices.

- Support to develop teachers' skills of content development for network practices in normal or crisis situation.

(5). Notes of organizing committee of ISLL- Sabaragamuwa.

- ICT skills of teachers in Sri Lanka much enough developed to create creative online practices or Online lessons which suitable for distance learning. They just need an organized promotion (incentive) programme to work with networked environment.

- Gov. SL, MoE SL, Provincial authorities of education should organize a common platform for general education which is suitable for accessing, Searching, Sharing with interactive mode giving independency for each contend developers and providers with common guidelines to work in one umbrella.

- Government and relevant authorities to develop infrastructure should support urgently to provide equity base infrastructure for all communities to promote accessibility.

- Content can be developed by teachers, Students, and other relevant parties according to curriculum based on need of general education.

- Many platforms could be develop by provincial and local level and can be monitored using one platform.

- Mid-term awareness campaign is essential to make aware all stakeholders on the issues and proposed alternative solutions of in promotion of Distance Learning.

- Distance learning is essential to implement new curriculum productive introduced under curriculum reforms with the concept of blended learning including equity based, Activity based, research based, Foundation.

(C) Conceptual framework to identify learning losses in Covid 19 pandemic and remedial actions which proposed and used by different countries including different local practices.

(1) Research presentations

- Topic 1 – Research study on the impact of covid 19 school closure on learning among rural children in south India (Dr. S. Venkatramon – World Bank)

- Topic 2 – Survey on Covid 19 prevention of children with disabilities (Ms. Miyake Yukako – Project Formulation Advisor of JICA – Sri Lanka Office)

- Topic 3 – Pandemic- induced learning losses: Gravity & Remedies (Dr. Tara de Mel – Member Advisory Board – UNESCO Global Education Monitoring Report , Member Worldwide Commission to Educate All Kids (Post Pandemic) Former Secretary, Ministry of Education)

- Topic 4 – Global perspective on the crisis in foundational learning (Dr. Kenneth Russel – UNICEF, Education Specialist UNICEF Headquarters in New York)

- Topic 5 – Global perspective on the crisis in foundational learning 2: regional overview of learning recovery initiatives in south Asia (Ms. Chizuru Iwata – Education Specialist – UNICEF Regional Office for South Asia (ROSA), Kathmandu)

- Topic 6 – Theoretical understanding and using of inclusive education in Ratnapura District (Mr. Tharindu Samarathunga – Education Manager – Save the Children - Sri Lanka)

- Topic 7 – The impact of the COVID 19 Panademic on ley stage 1 primary students & remedial actions to overcome them (Mrs. S.A.N. Huzna – Additional Director of Education & Amali Wickramasinghe – Deputy Director of Education, Provincial Department of Education)

(2) Findings (Impacts on general education)

- Difficulties to access learning resources.

- 74% children rarely or never read at home.

- 63% children spent less than 1 hour for studying at home.

- 59% accessed learning through creative learning centers.

- 44% have only school text books to read at home.

- 32% received weekly or daily magazines.

- 17% accessed online learning

- 13% reported self-learning

- 8% reported no learning

- 4% subscribed to daily newspapers.

- 3% borrowed books from libraries.

- 85% have lack of access to electronic assets.

- 77% supported by parents.

- 82% home environment is not conductive for remote learning

- 50% incidences of child abuse.

- Only 27% Children with disabilities attending schools or centers.

- 26% alone at home

- School attendance ready use 75% to 48% after covid 19

- Less opportunity to study remotely (90% estate sector, 75% rural sector, 60% overall)

- Less regular contact with teachers (68% from estate sector)

- Mode of communication (Sending learning materials 48%, sending guidelines and manuals 48%, Telephone 36%, To 31%, Internet 21%, Radio 4%)

- Additional support needed for home base learning – Internet for teachers 74%, materials 69%, Guidelines to parents 60%, others 12%)

- Poor access of devices and substitute.

- Teachers stress increased and effected to balance of mental health.

- Not received training to shift to remote learning.

- Poor digital literacy, No equipment, No institutional support, No Incentive, encouragement or allowances.

- Learning poverty rate increased <u>dramatically </u>in low income countries.

i.
    i. Adding textbooks to teacher training and coaching improved learning, but the biggest additional impact came from adding teacher guides with lesson plans.
    ii. Learn best when presented with instruction that is suitably demanding; not too difficult and not too easy but extending students' capabilities.
    iii. Learning task lack sufficient prior learning is ineffective (ex. not complete)

- National response plans for education continuity /reopening of schools.

- 63.5M children reached with home-based learning.

- 100% of countries monitored continuity of learning.

- 1.9M children and caregivers were provided with mental health and psychosocial support.

- Implementation of remedial education.

- 100% of countries have developed guidelines and SOPs for safe school reopening

XXX.
- Teachers were showing earned sensitiveness towards the concept as they showcased good   scenarios where they implemented an inclusive classroom.

- Some teachers were giving special attention to "slow learners" by giving them extra time after the school.

- The number of teachers who attempt to push students with learning difficulties towards "Special Education units" has been reduced.

- Teachers show weaknesses technical competencies related to effectively managing different Difficulties.

- Contradiction: inclusive education and establishing more SEN units, 14

XXXI.
- Many children with special needs could not follow the Zoom classes and most of them did not attend remote learning
- They did not receive constructive feedback about their activities:
- Apart from these, most importantly, these children did not receive support educational, and there was no communication and cooperation among teachers, families, and students.
- Moreover, the findings have highlighted that school closures precipitated by the COVID-19 pandemic have caused significant learning loss for children with Special needs.

(3) Identified Issues based on above findings which needed to be address

i. Rural, deprived and estate sector students suffered and highly backward in education because of Covid 19 pandemic effects.

ii. Many students do not have facilitations to access education opportunities because of property.

iii. Many students do not have internet access and equipment to access network.

iv. Some children faced poor knowledge and abilities of their parents to access education opportunities.

v. Shortage and inabilities of teachers and officers to adapt to cover the effecting of pandemic crisis.

vi. Academic disruption, massive learning losses, cognitive fall-out.

vii. Increased stress and depression.

viii. Uneducated school dropped out rate.

ix. Undefeated self-ouster from digital and online learning.

x. Uneducated youth.

xi. Millions of children affected by school closure.

xii. Drop-outs, loss in future learning, unable to read, early marriages, missed school meals, in-person instruction lost, increase in depression & anxiety, risk in child labor.

xiii. Losses of personal attention of teachers for special children.

xiv. Teachers show weakness in technical competencies to manage effectively students with differently able.

xv. Contradiction inclusive education and establish more SEN units.

(4). Recommendations and Suggestions to overcome effects of identified issues.

i. Conduct learning assessments to measure the proficiency level to minimize to determine the extent of learning loss due to school closure.

ii. Focused evidence based learning subjects.

iii. Enhanced parental literacy.

iv. SMC local & private partners should be involved.

v. Focus evidence-based learning strategies

vi. Improve access to literate environment at household level (access to reading materials) and community level (strengthen public library)

vii. Introduction of new tools to assist learning of CwDs, knowledge sharing among teachers, guidebook for parents.

viii. Promote home-based learning.

ix. Additional support for learning.

x. Necessary creation for CwD.

xi. Provide equipment & other facilities for low income families.

xii. Introduction of a new fund for food and travel, volunteers to work with teachers'

xiii. Introducing an easy method to monitor and track progress of activities and learning of the students with special needs.

xiv. Pls refer the roadmap provided with the ppt.

xv. Need prioritization of the marginalized communities in low income countries.

xvi. Digitalized and interconnected economies, opportunities for peer-learning needed.

xvii. Public and private partnership should be established.

xviii. Learn from other countries.

xix. Implement through government system.

xx. Build on existing programmes.

xxi. Focus on effective trainings.

xxii. Support teachers through the change process.

xxiii. Tight coupling of teacher training, teacher guides, coaching of teachers, structured tools and formative assessment.

xxiv. Encourage, monitor and support re-enrollment.

xxv. Conduct assessment without delay to understand current levels (Classroom based formative assessments, review both intended outcomes & pre-pandemic attained outcomes).

xxvi. Identify the key "losses" (Specific content deficit) that are essential to recover and what fraction of a school year they comprise.

xxvii. Training plans should prioritize foundational skills and conceptual pre-requisites.

xxviii. **Effective catch-up programmes**: Evidence-based instructional approaches, support teacher performances, extend instructional time.

xxix. Assessment (system / classroom-level)

xxx. Capacity building of teachers

xxxi. Child-centered approach

xxxii. OOSC: mitigating the drop out

xxxiii. Increase education budget: Equitable and focused budget allocation.

xxxiv. Focus on FLN/Early grade

xxxv. Support for teacher professional development initiatives.

xxxvi. Teacher training should also include socio-emotional skills.

xxxvii. The existing conflict between the "Segregation" based practices and Inclusive orientation should be addressed.

xxxviii. Promoting peer learning and collaboration.

xxxix. Developing increased awareness and expertise of different techno-pedagogical Skills to help teachers understand the practical and appropriate uses of technologies.

xl. Utilizing current teacher potential.

xli. Pedagogical support and preparedness

xlii. Psychosocial support and nurturing well-being

xliii. Inclusive Education

xliv. Teacher support and guidance

xlv. Support for Parents and Families of Learners with Disabilities

xlvi. Maintaining Remote Learning Continuity: Using a Universal Design for Learning (UDL) Approach.

xlvii. Accommodations for Language and Communication Style.

V. Proposals / Notes of Organizers

i. Design and conduct a national level assessment (sampling research) though NEREC with the assistant of provinces to identify learning losses of pandemic in each grades and its affect to the existing generation to forecast future effects of education and the society to identify remedies to overcome covid 19 education effects.

ii. Establish new policy framework to school education to overcome with identifying all challenges in education system in covid 19 pandemic and here after social and Economic crisis.

iii. Improve teacher's skills to change the teaching learning strategies according to the current need embedded with blended learning and inclusive education strategies.

iv. Change the assessment of education system with the collaboration of education reforms programme, promoting self-learning to overcome issues of learning losses, using alternative learning strategies with blended learning.

v. Promote home based learning programmes with the help of distance learning strategies with use of online, offline, printed and classroom interactive teaching with use of identified effective programme.

vi. Provide maximum attention and funds for a capacity building programmes for teachers and principals to introduce a new learning teaching framework with strategies to recover the learning losses of total curriculum (formal, informal and non-formal) in covid 19 and its post crisis.

vii. Establish a long term students, teachers, principals and school performance tracking programmes for effective implementation of education investments in post covid 19 and crisis year.

(D) Conceptual framework to maximize the effects of school education sector. Efficiency and effectiveness with the help of ppp practices.

(1) Research presentations

Topic 1 - Sri Lanka's national school Nutrition programme. Its significance and Challenges (Dr. Kalana Peris – Head of Nutrition and School Based Programms in the United Nation World Food Programme Sri Lanka)

Topic 11 –

(2) Findings (Impact on General Education)

i. Stunning, Thinness, overweight & obesity: Male-S-7.6%, T-21.9%,OW-4.5%, O-5.2%, Female- S-6.4%, T-19.3%, OW-5.3%, O-10.2%)

ii. No multi-sectorial policy, strategy or law.

iii. No binding results framework.

iv. Significant national budget line and annual budget for schools.

v. Budgeted allocation is insufficient and inflexible to accommodation to price fluctuation.

vi. National nutrition councils and secretariat are not functioning.

vii. Programme design only foresees one signal model (Food suppliers) and no variety of meals on menu.

viii. Majority purchased raw materials from the market.

ix. 78% of caterers wash fruits before serving.

x. Majority of the caterers were maintaining the cleanliness of cooking utensils-

xi. Hygiene – Some poorly managed (ex. Kilinochchi and Batticaloa).

xii. The possibility of cross-contamination of raw and cooked food in the food preparation area was minimum; Cross-contamination in the refrigerator was considerably higher, reusing of leftovers less than 10%among all the observed caterers.

xiii. Serving practices of caterers at school were at a highly satisfactory level.

xiv. 15% out of total no of children are in a risk of taking midday meal.

xv. Out of 15%, ……% are covered supported by exiting midday meal programmes.

xvi.…….. % students were provided midday meal by the government in primary grades.

xvii. Secondary and senior secondary grades are not covered by any stakeholders.

(3). Identified Issues based on above findings which needed to be address.

i. Students, who need support for midday meals, are in every schools in each grade.

ii. But selection programme is based on school selections using criteria such as smaller schools, rural schools, estate schools or deprived school or primary grades etc…

iii. Therefore most of children who are learning in other schools or other grades Are not focused by the designed and implementing programme.

iv. Therefore students who have real needs in grooving age (teen age) are not supported by midday meals programmes.

v. All midday meals provide not follows similar methods (under similar programme) based on similar criteria or guideline.

vi. Programmes are not monitored by one authority Therefore duplications are every ware in government, NGO, private sector fund are wasted without proper coordination.

vii. Service providers (caters / suppliers) are purchasing food items from retail market. (Not from cheaper way such as wholesale, Co-operative, local level farmers or first suppliers)

viii. Transport cost is very higher for purchasing of row material and supplying of food from catering to school.

ix. Not aware or freedom to provide local level cheaper food items with higher nutrition value. (Because of given guidelines)

x. Allocated amount of finance pre-head is not matched enough, comparing existing market price to provide enough, and nutritious meal.

(4) Recommendations and Suggestions to overcome effects of identified issues

i. Need to specifically identify students, who have real needs of midday meals by school level.

ii. That identification should be based on criteria formulated by relevant authorities such as education, health and social sector.

iii. Government sector should organized wholesale supply programmes through cooperative department with law price to school meals providers.

iv. Local food items (such as yams, seeds, serials, leaves) would be introduced as compulsory items in a meal.

v. All suppliers should be gathered under one umbrella and would be monitored as one programme.

vi. Should make policy framework for school midday meal programmes to minimize overall wastage of the programme.

(5) Proposals / Notes of organizers.

i. Mid-day meals programme is essential to be reorganized according to the exiting needs of the society such as price escalation, economic crisis social issues in post covid 19.

ii.   Programme should be managed by one organization taking support from all supportive parties under one umbrella and monitored as one programe to minimize duplication and wastage.

iii.   Better to reconsider all the programme to continue under one umbrella for success and sustainable implementation.

iv.   Secondary and senior secondary student would also be covered by the programme.

v.   Most effective way is to implement the midday meal programme in Sri Lankan contest is, as micro level (School level) programmes under National level guidelines and monitoring.

(E) Summary of Proposals.

International Symposium on Learning Losses in General Education during the Covid-19 Pandemic and Remedial Actions to Overcome the Challenges (ISLL – Sabaragamuwa)

- **Cumulative Proposals that are needed to be considered within the next five years (2023 – 2027)**

- Following remedial actions should be taken by responsible organizations to overcome the post-Covid-19 pandemic issues in the General Education sector.

1. The sector consisting of the highest number of long-term post-Covid-19 effects is the general (school) education sector. Therefore, a long-term plan of at least 5 years should be implemented in the education sector to reduce the impact on education that emerged after the COVID-19 pandemic. For that, all institutions should formulate mandatory policies to include appropriate activities in their regular annual plans to minimize the impact on the education sector during the COVID-19 pandemic. (Responsibility - MoE, NEC, NIE, Provincial Councils, and Universities)

2. Establishing a National Task Force within the Ministry of Education to regulate all activities so that it will prevent the wastage of time, money, labour and space in the formulation of policies and the implementation of activities related to those policies by various government, semi-government and non-government private sectors. (Responsibility - MoE, NEC,)

3. Providing financial allocation to the National Education Research and Evaluation Center (NEREC) for the long-term study of the post-Covid-19 impact and analyzing the emerging situations and suggesting research-based recommendations by conducting sample surveys by the NEREC combined with other institutions such as Universities, NCOES and Zonal Education Offices.

4. The government or related government agencies should inform the public, parents, various institutions and professionals about the long-term educational effects of Covid-19, and obtain the support of all communities and institutions for long-term treatment programs. (Responsibility – NGOE, Social welfare sector)

5. Institutions (schools, mental and child health) and professionals (educational directors, principals, teachers, doctors, nursing staff, community health officers) in the fields of general education and child care are constantly informed and encouraged about the existing conditions.

6. Launching a media campaign to raise awareness among all stakeholders in the field of general education to garner support for long-term treatment programs.

7. Assisting the Covid-19 Pandemic Learning Losses Recovery (Remedial) Actions implemented by various institutions at the operational level under the coordination of the Task Force. (Responsibility -All Government and Non-Government Stakeholders)

8. Proposing strategies to provide support and time for teaching and learning by covering Learning Losses in the past years and legislating those strategies through circulars or decrees. (Responsibility -MoE)

9. Formulating the legal basis for proposing and implementing appropriate strategies (also relating to the current curriculum) to cover the Covid-19 Pandemic Learning Losses along with new curriculum reforms. (Responsibility -NIE)

10. The implementation of post-Covid-19 disaster coverage treatment programs and activities jointly with the Ministry of Education, Provincial Education Directorates and all agencies dealing with child health and community health. (Responsibility -Health Sector, Education Sector)

11. Proposing and implementing solutions to resolve children's physical and mental problems such as the issues faced by children when using computers and the Internet and withdrawal from sports and exercises and encouraging opportunities to spend their leisure time effectively through sports departments, information technology departments, various institutions related to children's mental health and education departments.

12. Creating additional learning opportunities through distance education approaches and relevant strategies to resolve problems encountered when studying the academic curriculum and thereby providing therapeutic support. (Responsibility -MoE, PDE, ZEO, NIE, Schools)

13. Strengthening the school counseling and guidance services and providing special training and awareness to all teachers (especially classroom teachers) in order to alleviate the socio-educational and psychological problems arising

among school children due to the impact of post-Covid 19 economic, social and health-related problems. (Responsibility -MoE, PDE, ZOE)

14. State, non-state, information technology and institutions owning communication networks should reduce fees, increase bandwidth and provide necessary equipment and devices at minimum price in order to promote the accessibility of communication media related and promote distance education among school children and teachers. (All trade and communication establishments)

15. Encouraging and speeding up the proliferation of learning content related to school education through distance education platforms (Digital Platforms) and the orientation of children and teachers towards new technology-enabled strategies such as digital interactive platforms and MOOC. (Responsibility -MoE, NIE)

16. Promoting and encouraging the development of grade and age-appropriate learning and teaching strategies to be used as distance education models. (Responsibility -NIE / PDE)

17. Promoting blended and home-based learning strategies and directing students to self-learning (Responsibility -Schools, DDEE, ZDEE, PDE)

18. Assessing the educational damage caused by the Covid-19 pandemic to children with special educational needs, proposing strategies and encouraging the implementation of those treatment programs with community support. (Responsibility -Special and Inclusive Education Specialists and Institutes)

19. Informing, training and encouraging all schools and teachers about developing subject content related to distance education and therapeutic teaching.

20. Encouraging and supporting children from low-income families to stop dropouts and ensure educational opportunities by retaining them in the general education system. (Responsibility -District Secretaries, Education Officials and Divisional Secretaries)

21. Enhancing support of public and private partnership (PPP) programmes to promote remedial and recovering Enhancement programmes of post-Covid 19 Pandemic.

22. Including new topics to all NCoE syllabi, teacher training programmes and teacher in-service training programmes to make teachers aware of current

needs and manage students effectively amidst post-Covid 19 pandemic issues in General Education.

23. PSI programs at the school level should regularly discuss, assess and launch school-level therapeutic programs related to enhancing achievement levels, well-being, mental health and counseling needs, physical health and holistic personality development of students. (Responsibility -Principal, Divisional Education Director and PSI Committees)

24. Implementing strategies at the micro level to individually and timely solve the problems faced by each child in the post-Covid 19 era by encouraging the school community to use formative assessments instead of summative assessments (Responsibility - Schools, Educational Institutions and Professionals)

25. Organizing conferences or symposiums to identify issues existing in the post-Covid-19 era according to mandates of responsible organizations and assessing the implemented activities collaboratively. (Responsibility - MoE, NEC, NIE, Universities)

26. Conducting data-driven research to identify the gaps as well as trends for the continuation of the plan. (Responsibility –Relevant organizations)

(F) Abbreviation

ISLL   -   International Symposium on Learning Losses

PDoE   -   Provincial Department of Education

UNICEF   -   United Nation International Children's Emergency

fund MoE   -   Ministry of Education

NIE   -   National Institute of Education

NEC   -   National Education Commission

ADB   -   Asian Development Bank

WB   -   World Bank

PMOE   -   Provincial Ministry of Education

JICA   -   Japan International Cooperation Agency

CED   -   Chronic Wasting Disease

NGO   -   Non Government Organization

GE   -   General English

GIT   -   General Information Technology

ADE   -   Assistant Director of Education

DDE   -   Deputy Director of Education

MOOC   -   Massive Open Online Courses

OOSC   -   Out – of School Children

FLN   -   Foundational Literacy and Numeracy

PPP   -   Public Private Partnership Programme

SEN   -   Special Education Need

WELI PEELLA   -   Method of Letters /Numbers Writing on a board of sand

HIDAS PATHA- Method of Training Letter / Number Writing